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ABSTRACT

This document describes how professionals representing the Indianapolis public school system, Goodwill Industries, Indy Reads (a literacy advocacy group), and an English-as-a-Second-Language (ESL) professional development consultant designed a comprehensive ESL education and social service system in metropolitan Indianapolis. The document emphasizes that collaboration among relevant government and social service agencies is essential. Through this web of government and agency collaboration, each organization can strive to do what it does best to provide support and social services, job search and placement services, and education and training. The common vision that united these agencies was the goal of providing a customer-driven delivery system of services. Customers are defined as any individuals who seek help, social service agencies and governments, and the business community of greater Indianapolis. This document provides specific details on how and why various organizations collaborated to serve their customers. Numerous figures, diagrams, and organizational tables are provided. Worksheets for organizing collaborative efforts are also included in the appendices. (KFT)

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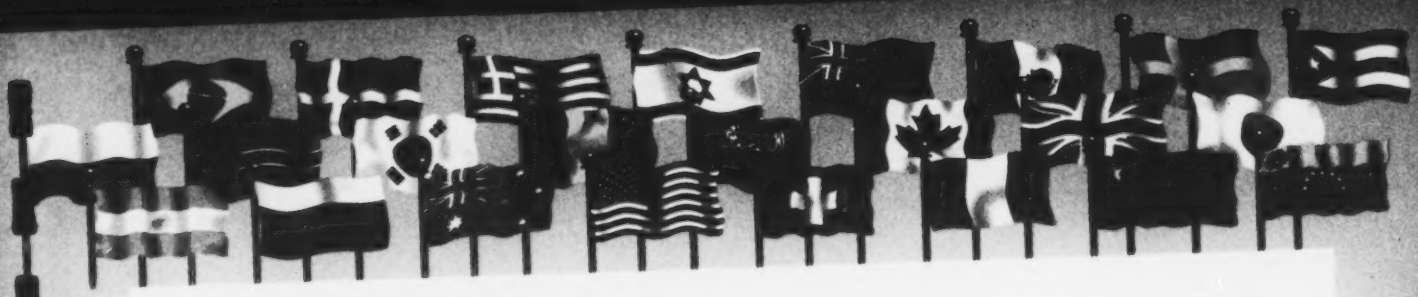

ED 436 985

Designing a Full-Service Adult ESOL Program

March 10, 1999
TESOL '99
New York, New York
Event #5556

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FL801298

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Agenda

Introduction and Panel Moderator
Dan Wann, Indianapolis Public Schools, Indianapolis, Indiana

Goodwill and Community Collaboration
Byron Jensen, Goodwill Industries, Indianapolis, Indiana

IPS and Goodwill Industries – An Effective Collaboration
Roxanne Bauer, Indianapolis Public Schools, Indianapolis, Indiana

Indy Reads: History, Statistics, and General Information
Sarah Batt, Indy Reads, Indianapolis, Indiana

Staff Development
Timmie Westfall, ESL Professional Development Consultant, Indiana

INTRODUCTION

The agencies represented in this presentation include public school adult education, a community based literacy program, a non-profit corporation, and state government department of education. While cooperation among these agencies has been a part of our shared history, our combined efforts in providing services to individuals whose first language is not English represent a new level of collaboration in our community and for our agencies. Our purpose in this presentation and with this handbook is to present the how-to of our individual and collective efforts.

A common vision, shared values and mutual trust have kept us focused on our goal and have helped us to overcome obstacles, frustrations, and the inertia of the status quo. It is important to state and acknowledge at the outset that collaboration is hard work. You have to step out of the box of conventionality. You have to be willing to do more than you have in the past. And you have to be able to work with and learn from others especially those outside of your own agency.

The common vision that unites us is that of a customer driven delivery system of services. We strive to be where we are needed to provide the assistance and the help that is requested. Through our collaboration each agency is able to focus on what it does best, combining our resources to provide an array of services including supportive and social services, job search and placement services, and education and training. Our customers include not only the individuals who come to us, but also social service agencies, and the business community of Indianapolis.

We embrace and celebrate diversity. We believe in the dignity and worth of every person in our community. Meaningful work is a necessary part of an adult's life. Education is a lifelong adventure that fulfills and enriches one's life and also prepares one to meet life's obligations.

Mutual trust is built over time and with shared experience. Mutual trust thrives when communication is open and honest. Mutual trust allows for differences of opinion and does not demand sameness. Mutual trust promotes change and growth for those involved.

Our work is only beginning and it is ever changing. In our presentations and in this handbook we have tried to focus on the principles, processes, and practices that have brought us together in this project.

GOODWILL AND COMMUNITY COLLABORATION

WHAT IS GOODWILL – MORE THAN A STORE

Goodwill Industries of Central Indiana, Inc. is located in Indianapolis and was founded in 1930 to address the vocational needs of immigrants and others finding it difficult to secure employment. During the seventies, it focused a great deal of its effort in serving people with disabilities -- a result of the Rehabilitation Services Act of 1973. During the late eighties, Goodwill began to broaden its services to include other populations with barriers to employment who needed assistance in preparing for, finding and keeping a job.

Goodwill's mission is: ***"To assist individuals with barriers to employment to achieve fuller participation in society by expanding their opportunities and enhancing their employability."***

The following descriptive information may help you in understanding the organization:

Budget: **$35,000,000**

Employees: **1,000**

Service Area: **29 Counties**

Divisions: **Three**

Retail: Operates 25 retail stores throughout central Indiana

Industrial Services: Operates a transitional employment program for anyone with a significant barrier to employment at 19 different sites. This is time-limited employment with strong case management as well as skills training for some. The goal is to prepare people for the regular workforce.

Career Development Center: Operates a wide array of vocational/ employment services at 12 different sites for a variety of populations having barriers to employment. Currently the CDC has contracts with state entities including welfare, workforce development, vocational rehabilitation, mental health and housing. Additional revenue sources include private and corporate foundations, United Way, and Goodwill's dynamic retail store operation. During 1998, the Career Development Center enabled 3,666 people to enter employment. (These included welfare recipients, ex-offenders, disadvantaged, disabled and youth.)

ISSUES GOODWILL IS ADDRESSING

Presenting Conditions:

1. Central Indiana has an unemployment rate of 2.3%. This is at least two percentage points below what used to be called "full employment."

2. Currently there are approximately 30,000 jobs available in the area. Most are above minimum wage.

3. Less than 4,000 families remain on welfare. Down from 14,400 in 1994.

4. Many who have been placed in jobs as a result of welfare reform have not moved to self-sufficiency. Much of this is due to a de-emphasis on training and education prior to employment -- the "work first" model has prevailed.

5. People remaining unemployed have significant and multiple issues in their lives which create barriers to their getting and keeping a job.

6. Jobs of the future (really the present) that will give opportunity for families to become self-sufficient will demand more training, education and work experience.

7. Demographics indicate that we will have fewer people available for the workforce due to the aging of the "baby-boomers" and the slowdown of the birth rate.

Resulting Challenges to Goodwill and Others:

1. Move as many people in the area currently unemployed into the workforce.

   a. Neighborhood-based services including outreach.

   b. Bring additional people to the community from elsewhere in the state and region.

   c. Attract more immigrants and refugees to central Indiana to participate and develop in the workforce and at the same time create greater diversity in our central Indiana communities.

2. Place an increased emphasis on education and training using the life-long learning philosophy.

   a. Short-term industry specific training.

   b. Extended emphasis on, and advocacy for, adult basic education and ESL courses.

c. Extended case management and follow-up of persons placed in the workforce.

d. Preferred partnerships with employers willing to train and develop people toward self-sufficiency.

e. Continue operation of "One Stop Centers" within the environs of the Workforce Investment Act philosophies, bringing together the resources from multiple federal and state entities to provide more comprehensive services to under- and unemployed people in our community.

THE NECESSITY FOR COLLABORATION

No matter how you look at it, the issues are significant enough that not just one entity standing on its "island" can make a major impact on these issues. Goodwill recognized many years ago that it had certain core competencies in the vocational/employment world and should focus on these competencies to address community issues and problems. While Goodwill may have more resources than other non-profits which can be used for new programs and services, this alone is not sufficient to produce creative and effective programs. We have found over and over again that to do the best job possible it has been necessary and beneficial to add the competencies of other organizations or groups to accomplish the desired goal. We call this the development of alliances -- or if you prefer collaborations.

Characteristics of Collaboration

While collaboration may take a variety of forms there are certain key factors, which much be in place to make it a reality that produces beneficial results:

1. All parties must be aware of their core competencies -- or at least have a good understanding of what they do best, and what they do not do well.

2. All parties must come to the conclusion that the collaboration will result in more value than if each had gone on their own.

3. Each must bring something of value to the table. I believe this includes financial and non-financial resources.

4. Each must have and demonstrate trust in the other and respect for what they bring to the collaboration.

5. Each party must realize equal risk and equal reward.

6. Each should resist the temptation to seek credit for the accomplishments, but rather be willing to give credit to the others or to the collaboration. Do what is right for people and the credit will come -- in unique ways on occasion.

7 Recognition by all parties that collaboration is more work than "doing it yourself", but the long term benefits are greater -- and it is a lot more fun.

8 All parties must realize that there will be compromise in the process and that in time change in the program or service in inevitable.

9 As each partner develops a relationship with the other new ventures can evolve. There is no question that in this period of our history it is extremely attractive to funding bodies -- private and government.

Note: In the past three years our Goodwill has been involved in over 15 different collaborative efforts. **Our collaboration with entities interested in ABE/ESL is one illustration of this.**

An Exciting Venture in Collaboration

The Indianapolis Public Schools Division of Adult Education, the Indy Reads, the Indiana Department of Education and Goodwill Industries have formed a collaboration focusing primarily on providing of vocationally-connected ESL and ABE services. Although this alliance is new and developing, we have already experienced tremendous results beyond our original expectations.

This collaboration evolved as follows:

1. Goodwill had been exploring the possibility of attracting more "internationals" to central Indiana to meet the needs of the employer community and create a more diverse population.

   "If immigration policy remains unaltered, immigration will be the chief cause of American population growth in the decades ahead — as much as two-thirds." (Hudson Institute, Workforce 2020.)

   "In the years to come recent immigrants are likely to make up an increasing proportion of workers lacking basic educational skills and training." (Hudson Institute, Workforce 2020.)

2. In addition, Goodwill was advocating for increase educational opportunities for the adults and young people we were serving. While we had an adult basic education class at Goodwill for over 20 years, it became evident that the populations we were serving increasingly needed basic educational skills. Without a GED or at least workplace literacy capacities, individuals would have a very difficult time reaching their goal of self-sufficiency.

3. Goodwill was also struggling with what to do with its 17-unit dorm that was no longer needed in the community.

4. The IPS adult education people were looking for classroom space for three classes -- not able to pay rent!

5. In December, 1996, Dan Wann approached staff at Goodwill's Career Development Center to discuss the availability of space for classrooms -- even if it was to be temporary. Dan articulated that they would lose their current space at the end of the school year -- June, 1997.

6. The matter was brought to the attention of Goodwill's Vice President, Human Services (me). The timing was perfect: 1) We were increasingly concerned about the unutilized dorm space; 2) I was advocating for the International Project in the community and had developed an alliance with the International Center, operated by the former Deputy Mayor of Indianapolis and was concerned on how to begin the project, 3) The need for expanding adult education services was intensifying by the day. **It was clear to me, and others, that this could be a wonderful opportunity for collaboration.**

7. It was further decided that combining adult education and ESL with vocational services was a winner -- everyone wins including the employer.

8. Goodwill and IPS decided to move forward with the concept and classes began at Goodwill's main facility in September, 1997 — the beginning of the school year.

9. Jim McClelland, the President of Goodwill, was briefed on the project and agreed that the current dorm could be renovated and a Goodwill Education Center created. This Center would house the ESL and ABE classes.

10. The opportunity was presented to the Goodwill Foundation in January, 1998. The Foundation invested $200,000 in this project which was an indication of their support for the entire project and the expanded vision that would come from it.

11. In September, 1998, the facility was completed and the new school year began.

12. In November the facility was dedicated. Attending were community leadership and policy makers associated with the collaborating entities.

It is important to note that all the key characteristic of effective collaborations were present. And we are convinced that this alliance will grow well beyond the original need and intents.

An Exciting Venture in Collaboration – Continues:

As mentioned earlier, collaborations can result in expanded resources and service opportunities. Although others will describe these in this presentation, the following has been realized as a result of this alliance:

1. A proposal was submitted to the Indiana Department of Education and funded to extend ABE/ESL classes from 3:00 to 6:30 four days a week.

2. Students have been integrated into Goodwill's vocational/employment programs while attending ABE/ESL classes.

3. Students have been hired in Goodwill's Transitional Employment program (Industrial Services) without interfering with the classwork.

4. Goodwill has provided volunteer mentors to assist students in ABE/ESL classes.

5. A proposal was submitted and approved by the Department of Education to develop a computer lab in the Education Center.

6. A proposal was submitted and approved by the Corporation for Educational Communications to develop video distance capability in the Education Center.

7. A pilot project to provide ESL services to the foreign-born employees of Indiana's largest hospital group -- **paid for by the hospital.**

PROSPECTS FOR THE FUTURE

While we are refining the services of the collaboration, we are also moving aggressively ahead with new opportunities -- created because we chose to work collaboratively. These opportunities include:

1. Extension of ABE/ESL programs into neighborhood satellites through the use of technology.

2. Extension of ESL to additional business locations on a fee-for-service basis.

3. Development of a full-blown International Program.

   Components will include:

   +Recruitment
   +Training and Education (ESL/ABE)
   +Placement into workforce
   +Advancement in workforce
   +Support services -- including relocation services
   +Community readiness -- accepts cultural differences, appreciates language differences and is open to the inclusion of the foreign-born in community institutions.

The future is bright. The collaboration is solid. There is much work to be done. And we're having a great time doing all this together.

INDIANAPOLIS PUBLIC SCHOOLS
AND
GOODWILL INDUSTRIES, INC.

AN EFFECTIVE COLLABORATION

Indianapolis Public Schools

Division of Adult Education

Mission Statement

The mission of the Indianapolis Public Schools Adult Education Program is to provide learner-centered opportunities to achieve basic and secondary level academic and life skills, as well as workforce literacy skills.

Program Goals

***To implement effective recruitment and retention strategies**

***To address the needs of the targeted population**

***To integrate academic, life, and employability skills**

***To address adult illiteracy**

***To integrate technology into the program**

***To increase learner gains and learner outcomes**

***To maintain and enhance coordination and linkages**

Adult Basic Education

in the

Indianapolis Public Schools

Adult Basic Education in the Indianapolis Public Schools is a comprehensive program designed to provide services to the following targeted groups: (1) Educationally disadvantaged; (2) Beginning ESL and those with limited English proficiency; (3) Institutionalized; (4) Disabled; (5) Unemployed and underemployed; (6) Homeless; (7) Economically disadvantaged; (8) Ethnic/ racial minorities, and, (9) Family illiteracy. We served over ten thousand (10,000) Adult Learners during the 1997-98 year through Adult Basic Education.

The Indianapolis Public Schools offers Adult Basic Education classes to adults, ages 16 years and older, who lack the basic educational skills and knowledge needed to function in American society. Programs are conducted on a community-wide basis in coordination with other agencies. The curriculum is designed for those with less than a high school education with emphasis on elementary level skills 0-8.

Nineteen (19) Adult Basic day teachers and thirty-seven (37) evening teachers, which are comprised of literacy, ESL, academic upgrading, and ABE/GED preparation, operate throughout our service district. The programs are open entry/open exit to fit the flexible schedules of our adult students. Of the total I.P.S. sites, three (3) are full service sites – ABE, GED, ESL, and Adult Secondary Credit. All sites are staffed with teachers who hold valid Indiana teaching certificates.

The Adult Basic Education Program in the Indianapolis Public Schools collaborates with other agencies to provide educational and/or support services to the targeted populations cited above. Collaborative efforts permit the I.P.S. Adult Basic Education Program to offer an ever-broadening scope of educational services. Counseling, health services, tutoring, job-seeking skills, needs assessment, testing, life-skills training, and emotional support are some examples. Maximum service to adult learners is made possible through these collaborative efforts.7

Profile
for 1998-1999
Adult / Continuing Education
Indianapolis Public Schools

Instructional Areas

- Adult Basic Education (ABE)
- English-as-a-Second Language (ESL)
- Learning Center for Pregnant Girls
- Adult Secondary Classes (ASC)
  - -New Beginnings High School
  - -Day Adult High School
- (ASC) Evening Programs at two high schools
- GED Preparation Classes
- Community Interest Classes
- Success Track Classes
- Second Chance Classes
- Driver Education Programs

Support Instructional Areas

- Adult Literacy
- Workforce Literacy
- Workforce Preparation
- Volunteer Tutors
- Citizenship
- Parenting Skills
- Educational Assessments
- Consumer Information

Partnerships

- Goodwill Industries, Inc.
- Community Centers of Indianapolis
- Marion County Correctional Department
- Volunteers of America
- Eastside Community Investments
- Indiana Department of Education
- Marion County Welfare Department
- Marion County Probation Department
- Literacy League
- Crossroads Rehabilitation
- Indiana Workforce Literacy
- Youthworks
- IMPACT
- Headstart
- Evenstart
- Indianapolis Area Churches

Enrollment Information

Open to any Indiana resident at least 16 years old and officially withdrawn from K-12 programs
K-12 student with home school's permission
Both open enrollment/open exit dates and semester basis
ABE classes are free—ASC minimal fees for classes and books

Instructors

All have valid Indiana Teaching Certificates.
All ABE/GED/ESL teachers are trained and in-serviced.
Paraprofessional assistants are at 7 sites.

THE I.P.S. - GOODWILL

COLLABORATION

NEEDS ASSESSMENTS

SHARED VALUES

COMMON VISION

SHARED GOALS

TRUST

SHARED RESOURCES

THE FUTURE

Services are provided to students who enter from the Goodwill Industries referral network or from the Adult Basic Education class or from the ESL.

GOODWILL

General assessment of needs to determine appropriate services at Goodwill
Special needs and community-based assessments
Desktop Publishing
Business Careers Education
Transitional Employment
Job skills training programs
Assist with job searches
Assist with job placement

Indianapolis Public Schools

Academic assessment of basic skills and/or GED skills to determine appropriate levels of instruction
Employability assessment to determine instructional levels of pre-employment skills
Learning styles inventory to facilitate the student's learning
ESL assessment of communication skills
ABE/GED/ESL instruction

Full Service Opportunities

Adult Basic Education and GED Preparation classes
English-as-a-Second Language classes
-pre-literacy
-beginning
-intermediate
-advanced
Family and social services
INET
Counseling Services Food pantry
Clothing
Housing Services
Employment Services

INDY READS: History, Statistics, and General Information

INDY READS
OPENING DOORS THROUGH LITERACY

Indy Reads Background

- Founded in 1984 as the Greater Indianapolis Literacy League by a group of community leaders and literacy advocates; name changed to **INDY READS** in September 1998.
- Supported by the Indianapolis-Marion County Public Library (I-MCPL), which provides staff, office space, and supplies.
- Targets those over 18 in the Marion County area who read at or below the sixth grade level or speak and understand English at the beginning level.
- Policy and procedures are determined by a volunteer Board of Directors.
- Member of both Laubach Literacy Action and Literacy Volunteers of America
- Constantly works to refine its methods, expand its outreach, and pursue technological innovations to improve the quality of its services.

Indy Reads Funding

- Supported through grants, in-kind library services, donations, membership dues, and fees paid by tutors for training materials.
- All money goes to reading programs (most overhead provided by I-MCPL). Some grants go directly to specific programs such as computers, software, or a specific type of learning program.
- Grants fund two paid program positions.
- **INDY READS** currently needs funds to fulfill strategic plan of growth and increasing student population.

Indy Reads Program Information

- We recruit and train volunteers as tutors and to serve in other capacities.
- Once one-on-one tutors complete their training, they are introduced to a student by a volunteer interviewer.
- The student interviewer is the student=s first face-to-face contact with **INDY READS** and is instrumental in determining whether the interested adult is a good match for the program.
- The interview includes a student assessment and a reading inventory.
- Learning sessions are scheduled at mutually agreeable times by the tutor and student.
- Learning sessions take place all over the county at libraries, churches, community centers, and local businesses.
- The most popular places are the I-MCPL branches, which have collections of low-vocabulary, high-interest books available to all patrons, but purchased with adult learners in mind.
- Tutors and students use materials developed by Laubach Literacy International, Literacy Volunteers of America, as well as material developed to meet the specific needs of individual students.

Literacy Statistics

- Roughly one in five American adults (27,000,000) reads below the eighth grade level.

- We estimate that 100,000 Marion County residents read at the lowest level of literacy, based on census data and the Indiana Adult Literacy Survey.
- 50% of American adults read at the two lowest levels of literacy: unable to read to their children or understand street signs, job application forms, or instructions for medical treatment.
- 40% of Hoosier adults read at the two lowest levels of literacy.
- US ranks 49th among 156 United Nations member countries in its rate of illiteracy (down 18 places since 1950).
- US high school dropout rate is 27%. Japan is 5%, former Soviet Union is 2%.
- High school graduation does not indicate literacy: 25% of students enrolled in literacy programs are high school graduates.
- All literacy programs combined reach only 10% of adults who need help.

Community Statistics

- Adults who do not complete high school have 2/3 the lifetime earning power of those who do.
- Adults who don't finish 8th grade have half the lifetime earning power.
- By 2000, 3 out of 4 jobs will require education and training beyond the 12th grade.
- Businesses will have to hire a million new workers a year who do not have the adequate reading, writing, and math skills to complete their jobs.
- Illiteracy costs businesses and taxpayers $25 billion a year through workplace accidents, lost productivity, unrealized tax revenues, welfare payments and crime.
- An estimated $5 billion a year in taxes goes to support public assistance recipients who are unemployable due to illiteracy.

Illiteracy and Crime

- The minimum annual cost of prison maintenance for inmates whose imprisonment has been directly linked to illiteracy is approximately $6.6 billion.
- 60% of incarcerated adults are illiterate.
- 85% of all juvenile offenders have reading problems.
- 80% of inmates are drop-outs.

Indy Reads Statistics

- Since 1987, when records went on line, over 3,000 adults who wanted to improve their reading skills have contacted us.
- In 1998, 424 students worked with a tutor to improve their reading.
- In 1998, volunteers donated more than 10,000 hours of time.
- In 1998, an average of 64 students waited to be matched with tutors each month.

Indy Reads Program Costs

- Free to student.
- Tutor pays $15 for training materials
- Matching a tutor and student costs about $120.
- Supporting a tutor/student match for one year costs more than $150.
- One hour of reading costs program $6.75.
- Costs include recognition, materials, training, salaries, printing, supplies, and postage.

Indy Reads Offers

- Much more than tutoring!
- Math classes taught by volunteers.
- A Literacy Computer Lab so students can practice their writing and use e-mail.

- Read-the-Zoofor Literacy, a collaborative program with the Indianapolis Zoo, the Library and **The Indianapolis Star** and **The News.** 15.
- A forum for student essays. This year we published **Writing Our Lives 3**
- Student Orientation workshops run by students.
- A Student Leadership Council where students develop their leadership skills.
- A student-run silent auction.

Indy Reads Students

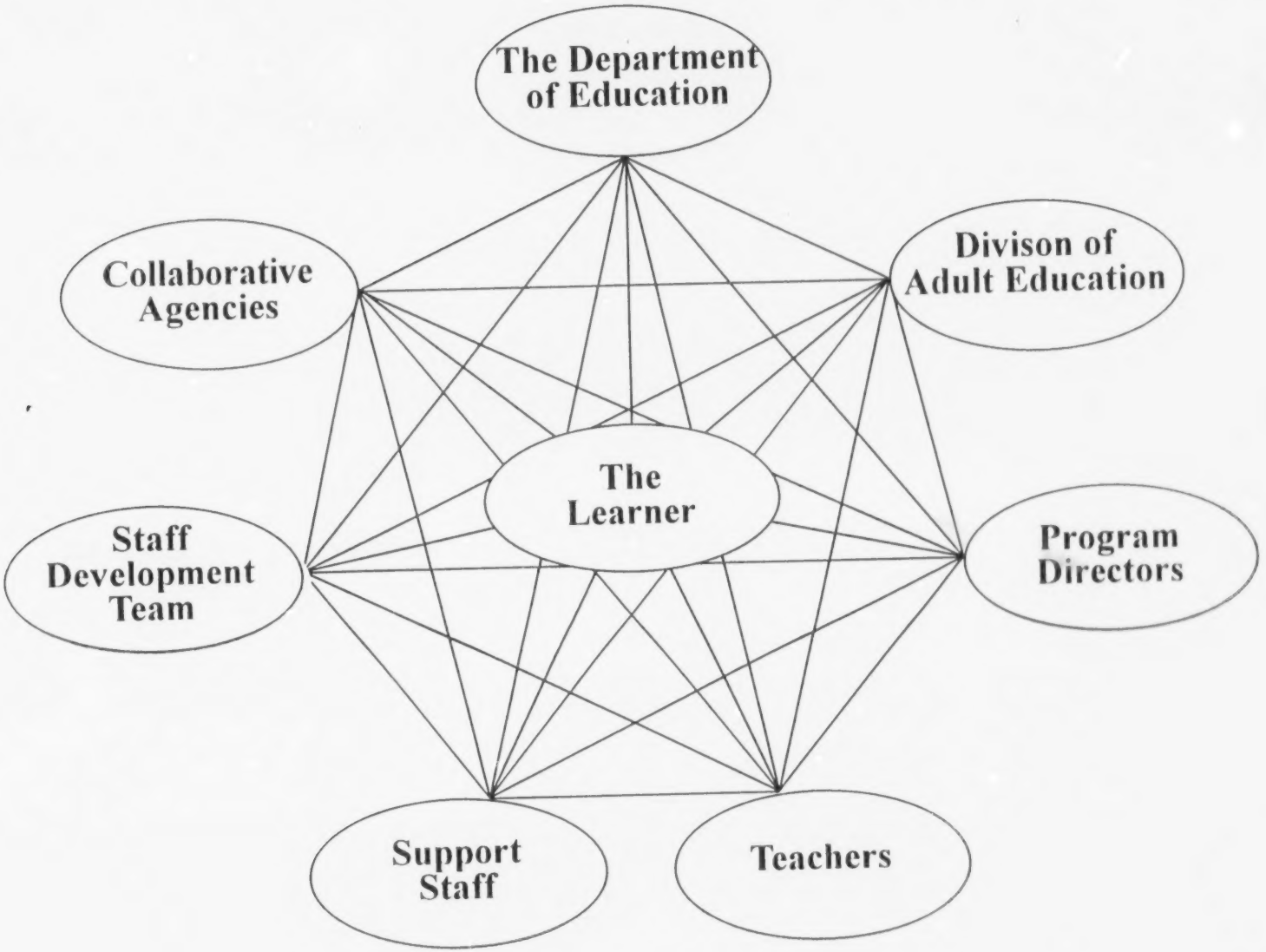
- Must be over 18, live in Marion County, and be evaluated as reading at or below the sixth grade level or speaking and understanding English at the beginning level.
- ESL students comprise 5 percent of the enrolled student base, but 14 percent of the students waiting to be matched. We need more ESL tutors!
- Must be student-initiated; no one else can sign student up for tutoring but student.
- Age range is 20 to 88; most are in their thirties or forties.
- 54% are black, 43% white, 3% other.
- 55% are male, 45% female.
- Average entry reading level is 1.5.
- 53% work full-time, 8% work part-time, and 4% are retired.
- Most work in factories, do repairs, or perform janitorial or housekeeping services.

Indy Reads Tutors

- Must be 18, attend orientation and training, and tutor in Marion County.
- Training includes 2-hour orientation and 15-hour training classes
- Average age is 47.
- 88% are white, 11% black, 1% other.
- 81% are female, 19% are male.
- 17% have experience in education.
- More than 25% list business experience.
- Only 15% are retired.

The most powerful form of learning, the most sophisticated form of staff development, comes not from listening to the good words of others but from sharing what we know with others. Learning comes more from giving than from receiving. By reflecting on what we do, by giving it coherence, and by sharing and articulating our craft knowledge, we make meaning … we learn.

Roland Barth



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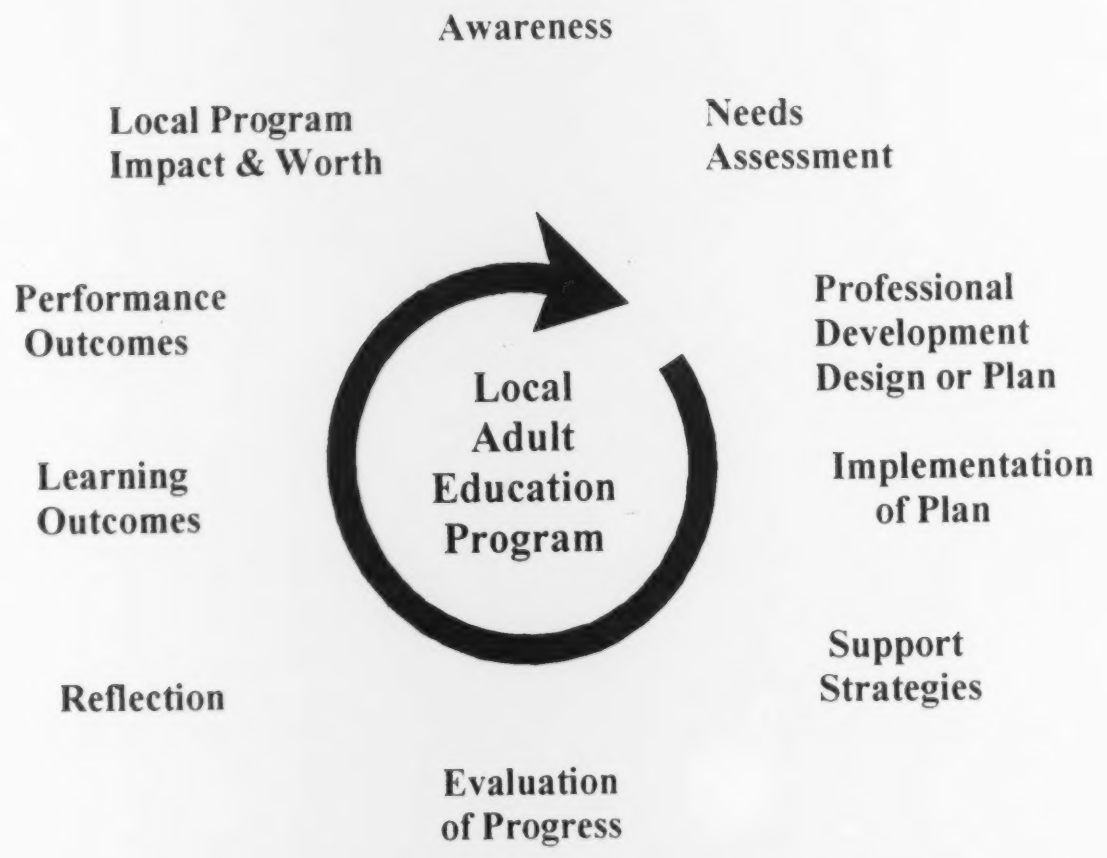
17.

A Model for Professional Development for Indiana Adult Educators



Multiple Professional Development Approaches

19.

The Indiana Plan

Leadership Activities

The Professional Development Team	Summer Institute	Action Research	Teacher Advisory Boards
Focus Groups	Local, Regional & State Workshops	New Teacher Training	Mentoring
Teacher Cadre (3)	Technology	Newsletters	Program Exchange Visits
On-Site Technical Assistance	Professional Development Initiatives	Special Needs	Resource Center

Appendices

Indiana Adult Education Professional Development Plan for _____ Year _____
(program)

Needs: How were the needs for this professional development plan identified? Who was involved in the planning?

_____

Outcome: What measurable outcome (as measured through student achievement preferably) will be achieved through these staff development efforts? How does this plan align with your proposal? _____

_____

Targeted Group: _____

Strategies/Activities:	**Your comments:**
What activities are needed to achieve the outcome?	
Which approach to professional development will be used (workshop, focus group, program visits, mentoring, etc)?	
How are the needs of your adult learners being addressed through these activities?	
What delivery models will be used?	
What incentives are provided?	
What follow-up is necessary? How will that be provided? (Be sure to consider the resources needed to provide follow-up)	

DRAFT

Indiana Adult Education Professional Development Plan for _____ Year _____
(program)

Personnel:	**Your comments:**
Who will organize the activities?	
Who will conduct the activities?	
What needs to be purchased or prepared?	

DRAFT

Indiana Adult Education Professional Development Plan for _____ Year _____
(program)

Materials/Equipment:	**Your comments:**
What materials are necessary? Are they available?	
What equipment is needed? Is it available?	
What needs to be purchased or prepared?	

DRAFT

Indiana Adult Education Professional Development Plan for _____ Year _____
(program)

Cost/Source:	**Your comments:**
What is the cost of these activities?	
What is the funding source?	

DRAFT

Indiana Adult Education Professional Development Plan for _____ Year _____
(program)

Time:	**Your comments:**
How much time is needed for these activities?	
How will the time be allocated?	
Are other one-stop partners involved in this plan? Please name	

DRAFT

Indiana Adult Education Professional Development Plan for _____ Year _____
(program)

Evaluation:	**Your comments:**
How will you determine if the outcome has been reached?	
What data will be needed to make that decision?	
Who will conduct the evaluation?	
What resources are needed for the evaluation component?	
How will the evaluation be conducted?	
When will the evaluation be conducted?	
Who will review the evaluation results?	
How will the evaluation results be used?	

DRAFT

Adapted from Planning Staff Development for Changing Times, 1996 conference

Indiana Department of Education – Division of Adult Education

Self-Directed Professional Development Plan

The Self-Directed Professional Development Plan is a record of professional development activities that facilitates student gains through program excellence. The Indiana Department of Education requires that each adult education program develop an **individual** plan for all employees (administrators, teachers, all support staff and volunteers) to complete and keep in file. Please send a copy of this page to your regional consultant by _____. Use this sample form or any other form that contains the same information.

Name:	
Position:	
Program:	
Type & Level of Classes:	
Professional Development Goals for _____ (year):	
Skills to be Developed:	
Methods/Activities for Development:	
Timeframe:	
Identified Resources:	
Administrative Support Needed:	
How will you measure success:	

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Profession Development Record

(to be kept on file at your local program)

Page # _____

Develop as many records as you wish.

Name:	
Position:	
Program:	
Date:	
Activity:	
Purpose/Goals:	
Number of Hours Spent Completing Goals:	
Impact in your classroom:	
Reflections:	

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List any conferences, meetings. workshops, and/or special projects attended or completed that helped you reach your goals:

_____

_____

_____

_____

_____

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